

THE ASPIRE ACADEMY

PROVIDER ACCESS POLICY

**SEPTEMBER 2026
to
AUGUST 2027**

Signed: 
Chair of Governors

Date: 01.09.2026

Signed: 
Head Teacher

Date: 01.09.2026

AIMS

This policy statement aims to set out our school's arrangements for managing the access of education and training providers to pupils for the purpose of giving them information about their offer. It sets out:

- Procedures in relation to requests for access.
- The grounds for granting and refusing requests for access.
- Details of premises or facilities to be provided to a person who is given access.

STATUTORY REQUIREMENTS

Schools are required to ensure that there is an opportunity for a range of education and training providers to access pupils in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13 (see more detail in the next section below).

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these pupils.

This is outlined in section 42B of the [Education Act 1997](#), the [Skills and Post-16 Act 2022](#) and on page 43 of guidance from the Department for Education (DfE) on [careers guidance and access for education and training providers](#).

This policy shows how our school complies with these requirements.

THE SIX ENCOUNTERS SCHOOL MUST OFFER TO ALL PUPILS IN YEARS 8-13

Schools must offer:

- Two encounters for pupils during the 'first key phase' (Yr8 or Yr9)
 - All pupils must attend.
 - Encounters can take place any time during Yr8, and between 1st September and 31st July during Yr9

- Two encounters for pupils during the 'second key phase' (Yr10 or Yr11)
 - All pupils must attend.
 - Encounters can take place any time during Yr10, and between 1st September and 30th June during Yr11

- Two encounters for pupils during the 'third key phase' (Yr12 or Yr13)
 - Pupils can choose to attend.
 - Encounters can take place any time during Yr12, and between 1st September and 28th February during Yr13

****Note* - we will still endeavour to offer provider educational encounters to all pupils beyond the 28th February deadline date due to the flexible nature of pupils referrals to the academy.***

These encounters must happen for a reasonable period of time during the standard school day. Schools can continue to provide complementary experiences, but encounters outside of school hours won't count towards these requirements.

Schools must ask each provider to provide the following information as a minimum:

- Information about the provider and the approved qualifications or apprenticeships they offer.
- Information about what careers those qualifications and apprenticeships can lead to.
- What learning or training with the provider is like
- Answers to any questions from pupils

The Aspire Academy will ask each provider to consider and prepare this information prior to meeting with pupils. The SEND (Special Educational Needs and Disability) needs of the pupil groups will also be clearly communicated and discussed with providers before any encounters take place. Providers may leave literature or website addresses to inform any follow-up activities.

MEANINGFUL PROVIDER ENCOUNTERS

The Aspire Academy is committed to providing meaningful encounters to all pupils.

An encounter is defined as one meeting/session between pupils and one provider. Meaningful encounters can take place by a visit, visitor or live online engagement is also an option at our school.

PUPIL ENTITLEMENT

All pupils in years 8 to 11 at The Aspire Academy are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities as part of our careers programme, which provides information on the full range of education and training options available at each transition point.
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, e.g. through activities and



events such as options events, assemblies and taster events

- Understand how to make applications for the full range of academic and technical courses.

MANAGEMENT OF PROVIDER ACCESS REQUESTS

PROCEDURE

A provider wishing to request access should contact Lewis Thomas, Director of Lifelong Learning & Operations.

Telephone: 01905 455422, extension 2204

Email: lthomas@theaspireacademy.org.uk

OPPORTUNITIES FOR ACCESS

A number of yearly events, set out in our Careers Learning Journey, are integrated into our careers and transition programme. These are enhanced by numerous visits and encounters arranged by teachers to meet the needs and aspirations of the pupils in their classes.

Providers are welcome to contact us at any time over the year to request access to one of our planned events or to arrange a bespoke visit.

Careers Learning Journey 2025-26 (Years 7 to 11)

Vision Statement

The Aspire Academy is committed to providing a safe, containing, caring, good humoured and well-disciplined school where strong nurturing relationships and an understanding of childhood trauma and attachment issues are at the heart of everything; a world class Alternative Provision in which we present an environment where all pupils can thrive, grow, heal and achieve through a relentlessly reasonable approach to personal development; opportunities for pupils to build their social capital, resilience, self-esteem and a portfolio of recognized qualifications in order that they may make a positive next-step; all pupils with the opportunity to achieve a positive destination when they leave the Academy.

Contact: Lewis Thomas, Director of
Operations & Lifelong Learning

Email: lthomas@theaspireacademy.org.uk

Telephone: 01905 455422

Milestones and Learning Outcomes

Key Events and Experiences

Year 11

- Careers education units in PSHE to cover 'Preparing for Adult Life and 'Exam Preparation'.
- Curriculum based career opportunities via our KS4 Vocational Provision timetabled options on Wednesday's, Thursday's and Friday, to include accredited vocational options and work experience.
- Assemblies and presentations with a continued focus on post16 pathways.

Year 10

- Careers education units in PSHE to cover 'Diversity in the UK' and 'Work Experience'.
- Curriculum based career opportunities via our KS4 Vocational Provision timetabled options on Wednesday's, Thursday's and Friday, to include accredited vocational options and work experience.
- Assemblies and tutor group discussions about the range of post16 progression routes available.

Year 9

- Careers education units in PSHE to cover 'managing money' and 'focusing on careers and future options' where choices will tie in with their KS4 GCSE and Vocational Provision options.
- Assemblies and tutor group discussions to support KS4 curriculum choices, linking them to identified career pathways.
- Curriculum based career opportunities via the KS3 Vocational Provision timetabled options on Wednesday's and Thursday's

Year 8

- Careers education units in PSHE to cover 'managing transition and new surroundings', 'relationships with self and others', 'healthy friendships and relationships' and 'spending and saving'.
- Assemblies and tutor group discussions to introduce the concept of higher education.
- Curriculum based career opportunities via the KS3 Vocational Provision timetabled options on Wednesday's and Thursday's

Year 7

- Careers education units in PSHE to cover 'managing transition and new surroundings', 'relationships with self and others', 'healthy friendships and relationships' and 'spending and saving'.
- Assemblies and tutor group discussions to introduce the concept of higher education.
- Curriculum based career opportunities via the KS3 Vocational Provision timetabled options on Wednesday's and Thursday's

IN SCHOOL CAREERS ADVICE (FOR ALL PUPILS)

Contact: Joe King, School Careers
Adviser (L6)

Email: jking@theaspireacademy.org.uk

Telephone: 01905 455422

Year 11

Autumn Term
Interview Guidance
Practice Interviews
Careers Interviews
Employer 1:2:1 Workshops
Life Beyond School Event

Spring Term
Application Guidance
Post16 Application Support
Educational Encounters
Skills Show
Careers Interviews

Summer Term
Careers Interviews
Educational Encounters
Post16 visits
Traineeship & Apprenticeship applications

Year 10

Autumn Term
Employer Encounters
Educational Encounters
Careers Guidance Access
Life Beyond School Event

Spring Term
Employer Encounters
Educational Encounters
Skills Show
Work Experience Opportunities
Careers Guidance Access

Summer Term
Careers Guidance Access
FE Talk
Apprenticeship Talk
Traineeship Talk

Year 9

Autumn Term
Employer Encounter
Life Beyond School Event
Careers Guidance Access
KS3 Vocational Provision

Spring Term
Educational Encounters
Skills Show
KS3 Vocational Provision
Careers Guidance Access

Summer Term
RSPCA Animal Welfare
KS3 Vocational Provision
Careers Guidance Access
KS4 AP options process

Year 8

Autumn Term
Employer Encounter
Life Beyond School Event
Careers Guidance Access
KS3 Vocational Provision

Spring Term
Educational Encounters
Skills Show
RSPCA Animal Welfare
Careers Guidance Access
KS3 Vocational Provision

Summer Term
KS3 Vocational Provision
Careers Guidance Access

Year 7

Autumn Term
Employer Encounter
Life Beyond School Event
Careers Guidance Access
KS3 Vocational Provision

Spring Term
Educational Encounters
Skills Show
Careers Guidance Access
KS3 Vocational Provision

Summer Term
KS3 Vocational Provision
Careers Guidance Access

Inspiring and preparing young
people for the world of work.

PSHE Careers Learning Journey 2025-26 (Years 7 to 11)

Vision Statement

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Milestones and Learning Outcomes

Key Events and Experiences

Year 11

Being Me in My World	Celebrating Difference	Dreams and Goals
Becoming an adult, age limits and the law, consent, coercive control, child-on-child abuse, domestic abuse, human-based, violence, arranged and forced marriages, the Equality Act, county lines, possession of drugs.		Analysing, solution focused thinking, sleep, relaxation, aspirations on, career, finances, budgeting, borrowing, Skills identification, realistic goals, gambling, financial pressures, diet, dream jobs, skills set.

Year 10

Being Me in My World	Celebrating Difference	Dreams and Goals
Human rights, social freedom, understanding safety, stages of grief, love and bereavement, child-on-child abuse, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk, the law	Equality in the workplace, in society, in relationships, Equality Act, disability and hidden disability, workplace expectations, rights and responsibilities, power and control in relationships, coercive control, benefits of multi-cultural societies, equality and inequality, my health	Impact of physical and mental health in reaching goals, resilience, work-life balance, connections and impact of mental health, Balanced diet, vital organs, blood donation, benefits of helping others. Online profiles and impact on future goals and employability

Year 9

Being Me in My World	Celebrating Difference	Dreams and Goals
Perceptions about intimate relationships, consent, sexual exploitation, peer approval, child-on-child abuse, grooming, radicalisation, identity theft, risky experimentation, positive and negative self-identity, groups, influence, social media, abuse and coercion, coercive control in groups, fitting in	Protected characteristics, Equality Act, ableist and racist language, legal consequences of bullying and hate crime, sexism, ageism, justice and negative language, barrier, child-on-child abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation, Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-physical dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression

Year 8

Being Me in My World	Celebrating Difference	Dreams and Goals
Self identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, marriage and the law, beliefs and stigmas, protected characteristics, online and offline identity, active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social support, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, hate crime, fear and emotions, stand up to bullying, the golden rule	Long term goals, skills, qualifications, careers, money and happiness, ethics and moral reasoning, budgeting, variance in income, positive and negative impact of home, online safety and legal responsibilities, gambling issues

Year 7

Being Me in My World	Celebrating Difference	Dreams and Goals
Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity	Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and emotions, sexualisation, importance of being included	Celebrating success, identifying goals, employment, learning from mistakes, networking challenges, planning skills, safe & unsafe choices, substances, gangs, county lines, control over your life, exploitation, emergency first aid

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Email: jking@theaspireacademy.org.uk
Telephone: 01905 455422

Year 11

Healthy Me	Relationships	Changing Me
Managing anxiety and stress, self-worth, identity, sleep, nutrition, exercise and mental health. Relationships and consent, being ready for sex, coercion, sexual harassment and violence. Puberty, hormones, fertility, contraceptive checks, menstrual cycle, IVF. Contraceptives and sexual health.	Stages of intimate relationships, positive and negative connotations of sex, Gender identity and sexuality, LGBT+ rights and protection under the Equality Act, coming out challenges, LGBT+ media stereotypes. Balance of power in relationships, FGM, breast feeding, challenging harmful social and cultural norms.	

Year 10

Healthy Me	Relationships	Changing Me
Improving health, mental health, sexual health, blood-borne infections, self-education. Diet and long-term health, misuse of prescription drugs, substances and the body. Common mental health disorders, positive impact of volunteering.	Sustaining long-term relationships, intimacy, healthy relationship with self, attraction, love, lust. Relationship choices, ending relationships safely, consequences of relationships, ending, pornography vs real life, relationships and the media, disconnection.	Impact of societal change on young people, risk of media on societal change, reflection on change in life and how to manage it successfully. Decision-making, stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change.

Year 9

Healthy Me	Relationships	Changing Me
Misconceptions about young people's health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and prescription legislation, emergency situations, first	Healthy relationships, power and control in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraceptive choices, age of consent, family planning.	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, importance of sleep in relation to mental health, reflection on changes, benefits of relaxation, self-empowerment, influences, body image

Year 8

Healthy Me	Relationships	Changing Me
Types of health, nutrition and exercise, cardiovascular health and diabetes. Ethics, illegal and legal substances, dental health, skin health, vaccinations, peer pressure, teenage brain	Positive relationship with self, social media, managing a range of relationships, child-on-child abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues	Types of close intimate relationships, legal status of relationships and behaviour in healthy and unhealthy romantic relationships. What makes a healthier relationship?, Attraction, love or lust?, pornography

Year 7

Healthy Me	Relationships	Changing Me
Stress and anxiety, managing physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination, importance of information on making health choices, physical illness vs real life, fake news, mindfulness	Characteristics of healthier relationships, consent, relationships and change, emotions and conflict within friendships, child-on-child abuse, rights and responsibilities, being discerning, assertiveness, sexting, social media vs real life, fake news, authenticity	Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting mood, sources of help and support

Inspiring and preparing young people for the world of work.

GRANTING AND REFUSING ACCESS

All requests from providers will be welcomed and facilitated where possible. The following will be considered when granting access:

- level of course/provision offered
- relevance and accessibility to The Aspire Academy pupils
- locality of provider
- safeguarding
- bespoke opportunities can be planned although the school calendar and timetable must be taken into consideration.

SAFEGUARDING

Our safeguarding policy is available to view on The Aspire Academy school website.

Education and training providers will be expected to adhere to The Aspire Academy policies.

PREMISES AND FACILITIES

- Facilities will be available to enable providers to access pupils.
- All events should be organised and accessed through Lewis Thomas, Richard Rainbird-Hitchins or Joseph King.
- Providers are welcome to leave prospectuses or other material for pupils or parent/carers to access.

PREVIOUS PROVIDERS

In previous years we have invited the following providers from the local area to speak to our pupils:

Heart of Worcestershire College
Kidderminster College
Warwickshire College Group
NOVA Training
Worcester Apprenticeships
Young Adult Learning

PUPIL DESTINATIONS

In 2025-26 our Yr11 pupils moved to a range of destinations:

- Heart of Worcestershire College
- Kidderminster College
- South Worcestershire College
- Hartpury College
- Halesowen College
- Solihull College
- The Fairfield Centre
- Nova Training
- Dudley College
- MENCAP Internship
- Willow Trees, Redditch
- Apprenticeships

COMPLAINTS

Any complaints related to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

LINKS TO OTHER POLICIES

The following relevant information can be found on The Aspire Academy school website:

- Safeguarding Policy (including Child protection)
- Careers Strategy
- Code of Conduct
- Complaints Policy

MONITORING ARRANGEMENTS

The school's arrangements for managing the access of education and training providers to pupils are monitored by Simon Stevenson, Headteacher.

This policy will be reviewed yearly by Lewis Thomas, Director of Lifelong Learning & Operations.

At every review, the policy will be approved by the governing board.